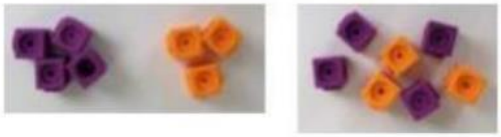
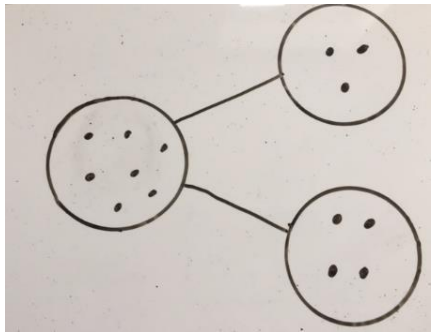
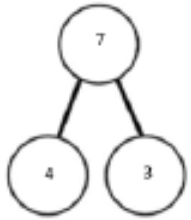
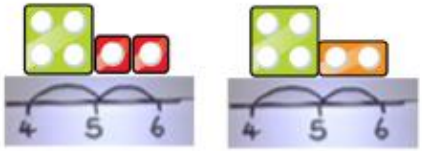
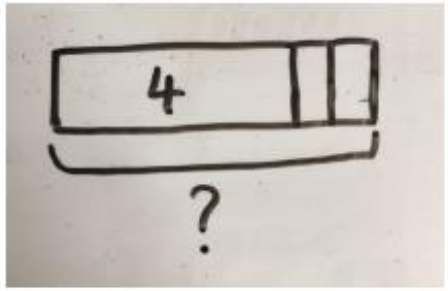
Calculations Policy: Addition

Key Language: Sum, total, parts and wholes, plus, add, altogether, more, equal to,

Concrete	Pictorial	Abstract
Combining two parts to make a whole (use other resources too e.g. eggs, shells, teddy bears etc) 		4 + 3 = 7 Four is a part, 3 is a part and the whole is seven. 
Counting on using number lines using cubes or Numicon.  	A bar model which encourages the children to count on, rather than count all. 	The abstract number line: What is 2 more than 4? What is the sum of 2 and 4? What is the total of 4 and 2? 4 + 2 

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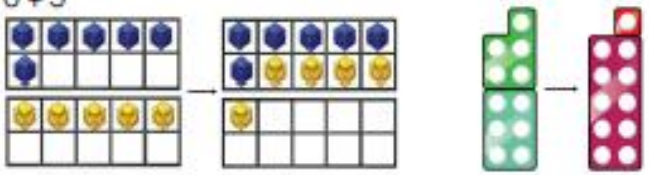
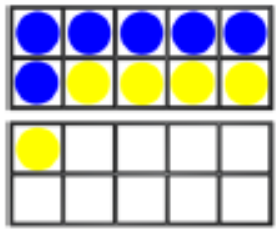
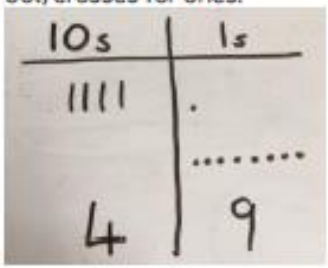
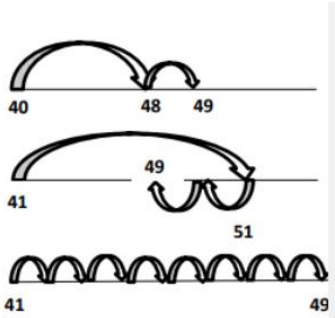
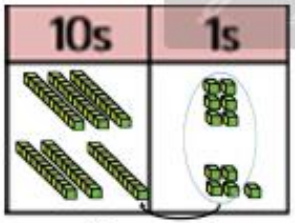
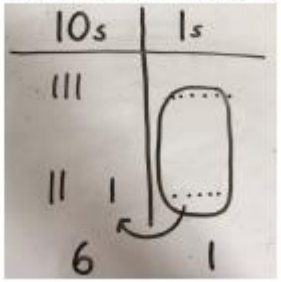
Regrouping to make 10; using ten frames and counters/cubes or using Numicon. 6 + 5 	Children to draw the ten frame and counters/cubes. 	Children to develop an understanding of equality e.g. 6 + □ = 11 6 + 5 = 5 + □ 6 + 5 = □ + 4
TO + O using base 10. Continue to develop understanding of partitioning and place value. 41 + 8 	Children to represent the base 10 e.g. lines for tens and dot/crosses for ones. 	41 + 8 = Number line: 40 + 8 + 1 = 41 + 10 – 2 = 41 + 8 = 
TO + TO using base 10. Continue to develop understanding of partitioning and place value. 36 + 25 	Chidlren to represent the base 10 in a place value chart. 	Looking for ways to make 10. 36 + 25 = 1 5 30 + 20 = 50 5 + 5 = 10 50 + 10 + 1 = 61 36

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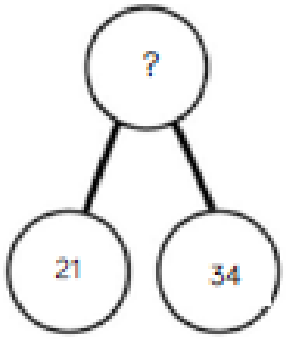
Conceptual Variation; different ways to ask children to solve 21 + 34

As teachers we understand that there is a range of different ways to ask a question to make sure that children understand the key concepts fully. Below is a table of different ways we might ask an addition question.

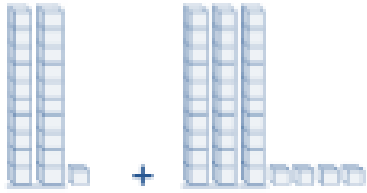


?	
21	34

Worded Problems:

Sam saved £21 one week and £34 another week. How much did he save in total?

21 + 34 = 55 Prove it!



21 + 34 = ☐

☐ = 21 + 34